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ABSTRACT

The author, on a fellowship awarded by the Council on Library Resources, visited several college, university, and public libraries to study their library instruction programs. He observed approaches to the subject using audiovisual techniques, Pathfinder series, computer-assisted instruction, peer reference service, independent study, seminars, term paper clinics, and close cooperation between librarians and faculty. He discovered what kind of planning and establishment of objectives good library instruction programs require, as well as some pitfalls to avoid. Another part of the author's study was a questionnaire administered to students at the University of Colorado to find out: information about the respondent, his history of library use instruction, his attitudes toward libraries and librarians, his appraisal of his library skills and knowledge, his awareness and use of the library, and his view of faculty attitudes toward libraries. The author found that the faculty and curriculum have great influence on student library use and attitudes. (LS)

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REPORT TO THE

COUNCIL ON LIBRARY RESOURCES

ON A FELLOWSHIP AWARDED

FOR 1971/72

by

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B. Publications (including forthcoming) and publicity about the Fellowship

1. Lubans, John, Jr., Evaluating library user education programs, Drex. Lib. Quart., 8:325-343, July, 1972

2. Lubans, John, Jr., The Readers' Guide - How to use it, University of Colorado Libraries, Nov., 1971, 3.5 min super-8 film loop

3. Lubans, John, Jr., et al, Educating the Library User, N. Y., Bowker, 1974

4. "Students asked for attitudes on use of Norlin Library," The Colorado Daily, April 25, 1972, p. 9

C. Summary of places and persons visited

My Council on Library Resources Fellowship during 1971/72 has allowed me to deal in depth with library use instruction programs and the problems of library users and non-users. The studies and visits made during the fellowship have helped expand my knowledge of the problems in library use instruction and the study of the use of libraries.

The elements within the program of research were:

I. Interviews with persons involved in library use instruction and the study of user requirements. Also the information gained was to be applied locally in programs to involve library usage in curricula that do not use the library as much or as well as they could; and,

II. Through questionnaire and interview, a study of user needs as related to library orientation and instruction. An overriding objective of this research was to make the methodology transferrable and applicable if desired to other institutions.

I. INTERVIEWS AND OBSERVATIONS AND RECOMMENDATIONS

The visits to the various schools showed a myriad of approaches to library use instruction, all of which were getting results. (In many programs success in reaching student needs is such that additional librarians are clearly needed.) The traditional approach of lecturing, with a supplementary text (such as Gates[1]), to a classroom of students, is still prevalent and successful. A measure of this success is to be seen in the San Jose State and the University of California at Berkeley programs where multiple sections totalling hundreds of students are taught each semester. Of note is that the students want to take these unrequired courses. They feel

benefitted by them and the enrollments stay at high levels even though they remark frequently that the course work is too hard for the amount of credit given. One unusual program of this genre, at least in my experience, is being offered by the Denver Public Library. This library has begun a program of library use instruction on a seminar basis with usually 10-15 more users registered than they can handle.

Many innovative and admirable approaches seen in the visits and elsewhere serve as counterpoint to the traditional. These include:

(1) The fine work in audio-visual techniques and the Pathfinder series done in the model library under Project Intrex at MIT.

(2) The computer-assisted instruction programs developed at the University of Denver in an on-line situation with the terminal located in the library.

(3) The "Bibliographic Fellows" at Brown University who provide peer reference service.

(4) Attempts at involving the library and librarians in experimental (independent study) courses as advisors at Northwestern University.

(5) The slide-tape instructional programs developed and operating at Colorado State University.

(6) The seminars for freshmen on library use and high level student assistants in reference under the creative guidance of Charlotte Millis at Wabash College.

(7) Introduction of change from a low profile role into an energetic one for the library where it is now integral to course work in the freshman program at Dillard University.

(8) The remarkable library program at Earlham College where librarians

and faculty work freguently on a team basis; and,

(9) The work being done at the University of Colorado not only in formal courses but also in such attempts to spread library knowledge as "Dissertation Acupuncture" (a seminar for the student about to begin his dissertation), the "Term paper clinic," slide/tape instructional programs, a single concept super-8 film-loop on how to use the Readers' Guide, and other approaches.

The "Term paper clinic" put on by the Reference Department at the University of Colorado has had direct effect on the library's role on this campus becoming a more dynamic one. What the clinic does is to provide double and triple staffing involving volunteers from Public and Technical Services at all the service points in the library during the 3-4 week ends of the term paper season. An aggressive approach is adopted whereby the library user is approached and asked if he needs help. Those that do get as much as they want short of having their term paper written by a librarian. In order to reach the faculty and non-users a campus-wide publicity campaign is staged each semester. The evaluatory feedback on this program has shown it to be valuable and that it helps the student in writing better term papers. One of the ideas verified during the visits to other campuses was the need for such varied approaches as at the University of Colorado.

A variety of methods and media is being used by libraries in their pursuits to educate the library user and to reach the non-user. Throughout the travel on the Fellowship one important realization came evident: That is, many librarians (more so than before in my experience) are acutely aware of the best solution to the library's dilemma in teaching the use of the library. They see the answer in closer ties with the teaching faculty.

This connection would be to the point where bibliographic competence becomes part of course work. However, although most are convinced that this is the solution, only a few actually are working effectively with the faculty. But even if some vagueness does still exist as to what the one best avenue may be in application (and to some degree the shotgun approach of many programs aimed directly at student needs is beginning to be emphasized without consulting the faculty) significant work in some instances is underway in convincing (beyond mere lip-service) the teaching faculty of the value of the students' knowing how to exploit library resources. Such programs as those sponsored by the Council on Library Resources at Dillard University and at Wabash College are seeing direct results of working with the faculty on library education. In a subtle way the librarians working in these programs are "educating" the faculty as well as the students in better library use. With these progressive achievements they represent major advances over the stalemate on many campuses where the library is left in a vacuum to instruct the uneducated as best it can. An interruption of the "like professor, like student" cycle is occurring. Students who may be teachers in the future are becoming aware of bibliographic skills, and the hope is they will pass on the good aspects of such knowledge to their students.

Where there is faculty support and their direct involvement such as at Wabash, Dillard and Earlham, the success is evident. Library use is high and all involved in these programs say that the level of asked-for help from librarians is at a higher level than it would be without or was before the new programs' efforts.

Possibly the major problem involved with the improvement of library service is having adequate staffing to work with an increasing number of

users and former non-users. In light of this and other problems certain guidelines must be recognized and understood before any kind of ambitious user/non-user education program is started within a library. One librarian directly involved in such an effort (without adequate administrative support) stated that before support money is allocated and the program begun, certain factors need to be known:

(1) The perspectives and objectives of the library administration about library user education and what it can mean.

(2) The ability and commitment and adequacy of the professional staff.

(3) The efficiency and understanding of the support staff of their part in library user education.

(4) The quality of communication between the library, faculty and administration.

(5) The understanding on the campus of the place of the library in the academic process.

(6) The objectives of the program; what it is to accomplish and how the effect is to be measured.

By attaining a comprehension of these six bases a library use instruction program will have a good chance of meeting its goals. The major point in all of this is that on most campuses existing librarians are already employed at near maximum level at the standard library tasks such as cataloging and book selection. When considering a new program, guidelines need to be worked out that will indicate the near ideal ratio of public services staff to campus population. Very likely the present ratio of 1000 students:1 librarian on some campuses will be not at all acceptable.

The non-user, as can be seen in the tally of the questionnaire in Part

II represents a significant portion of the population (as they do at most educational institutions[2,3,4]). Also, since studies have shown that the use of the library by students is predicated on need which is almost exclusively created by a teacher's requirements, the converse is as well applicable. That is, that the non-use of a library is also largely the responsibility of the teacher. Therefore, the efforts underway to convince and involve the teaching faculty about the value of library know-how will, if successful, have the direct effect of reducing the amount of non-use, not to mention mis-use of libraries.

One of the objectives of the interviews with librarians concerned with library use instruction was to ascertain the objectivity of such programs, that is, to see how measurable such programs are and indeed if their effect was being measured. Many of the findings on this topic are to be seen in the appended Drexel Library Quarterly article written this summer. Some evaluation is going on, but perhaps not enough. Frequently the major or only factor of evaluation is feedback from certain information points in a library such as the Reference Desk that the questions asked of it are, as a result of user education efforts, now of a higher level than previous to library use instruction. On a small campus perhaps this is adequate, but in a university situation this could be particularly meaningless. Testing of some sort needs to be done so that user reaction can be effectively used to improve or create programs of library use instruction. A long-range program of evaluation should be undertaken that would study groups of students through 4 or 5 years of college and what library use instruction or the lack of it means. Although the costs of such an examination involving students, teachers and librarians would be high, it needs to be done so that it can be

accurately stated what role the library does or does not or should play in the life of students.

Some of the new innovative programs in library use instruction such as those at MIT, Colorado State University and the University of Denver have throughout their program been evaluated by library users as to their effectiveness through the questionnaire method. This sort of criticism is quite valuable and should be considered a part of any new undertaking in library use instruction. If this had been done, perhaps some of the major disasters in library use instruction could have been averted; e.g., a 45-minute videotape of a Director of Libraries close-up and full-face talking in a drone with very blurred photographs about the campus libraries and their arrangement for the eyes of every incoming freshman.

Also, the existing library-skills tests should be improved or new ones devised to more accurately measure library knowledge before and after students take library use instruction. Librarians talked to in the course of visits generally ignore the existing tests or devise their own. There should be a standard basis on a national level that would work for the subject of library use knowledge, as there are national norms for other subjects. The American Library Association could take a significant role in something like this. This would involve the needed establishment of curriculum standards in public schools beginning at the kindergarten level to the university level. An important study of enormous consequence would be that undertaken to develop such standards. A few exist now in some states for the elementary grades, but the repetitiveness of library use instruction is by and large too much with us. A student will learn about the card catalog in the 3rd grade, the 7th grade, the 10th grade and in his freshman year in college with more or

less the same information being expressed. The redundancy of this type of instruction is obviously not getting us anywhere. With actual curriculum involvement based in user education, a continuum of bibliographic ability should result. At that time perhaps Evan Farber's idea of bibliographic knowledge being part of the national collegiate entrance examinations could become a reality. Only then, it seems, would library use knowledge be "recognized." Librarians are convinced of the need for students to know how to use libraries, so they can more effectively do intellectual things. Other educators still need to be convinced of this and that this knowledge can only be imparted through making it integral to the course work.

The library schools as well must take the initiative in preparing new librarians in methods of teaching library education to the user of libraries. At present little, if anything, is being done by library schools on this. New and old librarians remark repeatedly that library school did not so much as mention library use instruction and that they have had to "pick-up" almost all that they do in library use instruction.

The profession has done much in quantifying the aspects of technical services, and it should now turn to library users and their problems and how best the library can meet and solve these problems. Before or after such a progression the library schools will need to develop courses that will face up to the real-life situation in libraries. The interviews also touched upon the need for cooperative development of transferrable library use instruction programs. For example, if one library starts to develop a program on how to use the Readers' Guide, it should do so keeping in mind that the format should be readily adaptable to other equipment and that the content need not be too

localized. If done with these considerations, a super-8 film-loop on the Readers' Guide should be as effective in a university library in Colorado as in a junior college library in Illinois. Cooperation, which is one of the strongest library traditions, should be present in such endeavors. State library associations through "Instruction in the Use of Libraries Committees" would be of value in emphasizing cooperation. As the trend to on-line computer-based instruction develops, it is quite feasible for numerous other institutions to tap into such an information source with their own terminals at a cost not much over the rental fee for the terminal. Computers are not the only possible area for such endeavors. Mina Hoyer, a librarian at Northern Illinois University, has mentioned using telephones in a network of library instruction programs. The user would simply dial a certain number for a topic and, for example, be told about the use of Psychological abstracts.

II. ANALYSIS OF THE QUESTIONNAIRE ON THE ASSESSMENT OF STUDENT NEEDS IN KNOWING HOW TO USE THE LIBRARIES

One phase of the Fellowship was to question library users and non-users about their needs in library use knowledge. The 3-page questionnaire (appended) was distributed in the Student Union at the University of Colorado. In hopes of stimulating a good response a 10¢ piece was attached to each questionnaire. The response was 65% with 375 questionnaires returned (out of 576 distributed). The distribution point of the Student Union was chosen so that a more representative group of library users and non-users could be queried than just the users entering a library. The questionnaire is designed to fulfill six objectives; namely, to find out:

(1) Information about the respondent.

(2) The user/non-user's history of library use instruction.

(3) The user/non-user's attitudes toward libraries and librarians.

(4) The respondent's self-appraisal of his library skills and knowledge.

(5) His awareness and use of the library; and,

(6) Faculty attitude toward library use and knowledge from the student's point-of-view.

1. The respondent to the survey

The tabulation shows who it was that answered the questionnaire. Of the 375 respondents it breaks down as follows:

(N)		(%)
43	.... Freshmen (FR)	11
91	.... Sophomores (SO)	24
112	.... Juniors (JR)	30
87	.... Seniors (SR)	23
14	.... Master's (MAS)	4
13	.... Doctoral (DOCT)	3
15	.... Other	4
375		

This initial tabulation is interesting because it implies, based only on the measure of response (as an earlier study has shown[5]) the heavy use of and interest in the library among the juniors during the undergraduate years.

The response in percentages to the question of "how often do you use the libraries" indicates levels of library use needs.

	FR	SO	JR	SR	MAS	DOCT
More than once a week:	23	16	37	33	71	77
More than 8 times a semester:	23	32	28	25	21	23
Few times a semester:	35	32	21	28	7	0
Very seldom or never:	21	18	13	11	0	0

The chart clearly shows the student as increasing in his library use frequency as he makes his way through the university. At the post graduate level library use is particularly evident. In the undergraduate years the freshmen and sophomores make the least use. It is interesting to see that

the heaviest users of the library are juniors rather than the seniors.

In answer to the question of why they checked their frequency of library use being "few times a semester" or "very seldom or never", the categories of reasons for non-use received the following percentage responses.

	FR	SO	JR	SR	MAS	DOCT
"My courses don't require library use".....	42	36	29	33	0	0
"The library is inadequate.....	16	20	19	18	0	0
"I don't care for the library environment".....	25	30	39	38	0	0
"Other".....	16	14	13	12	0	0

It is shown by the above chart that as the student progresses through his college years his courses are more likely to require library use. Again it is indicated that the junior year has the greatest need of library use, if we take as the converse of the top line to mean some courses do require library use.

In all of this the concept of the classroom requirements establishing the frequency and pattern of library use is re-emphasized. The lack of emphasis on library use in the curriculum is shown to be the major reason in the freshman and sophomore years for non-use of the library among those who fall into the non-use category.

2. The respondent's history of library use instruction

When they were in high school almost all (.85% and above) of the students had access to a library and made some use of it (some 27-42% made more use of it than the university library). The public library appears to have been used about as much as the high school library.

Also evident is the fact that the respondents (and by extrapolation most students) have used libraries previous to their arrival on campus and

this use has been in some depth and a majority of these users have had some instruction in the use of the library.

"Were you given an introduction to the use of the high school library?"

	FR	SO	JR	SR	MAS	DOCT
YES.....	58	74	75	71	64	54
NO.....	26*	24	20	23	32	23

* (Note: The amount by which a column fails to add up to 100% is equal to the non-response to that question.)

"Was any library use instruction given you in the public library?"

	FR	SO	JR	SR	MAS	DOCT
YES.....	28	19	17	21	15	13
NO.....	63	76	76	77	77	80

The other side of this is that the "no" line is fairly high. Discounting failure of the respondent's memory, it is particularly discouraging that e.g. 26 of the freshmen responding did not receive library use instruction in high school. This, it seems, is tantamount to the student missing out on a major portion of his education.

There is an interesting response to the statement: "My course work has benefitted from the introductions, orientations, tours, etc., I've had..." This chart is based on a scale of 1-6 with 1 = strongly agreed, 2 = moderately agrees, 3 = feels neutral, 4 = moderately disagrees, 5 = strongly disagrees and 6 = do not know.

"My course work has benefitted..." (Percentages)

	FR	SO	JR	SR	MAS	DOCT
1. (SA)	--)	4)	6)	7)	7)	15)
2. (MA)	5)5	14)18	13)19	8)15	--)7	15)30
3. (N)	26	24	24	16	21	8
4. MD	9)	8)	13)	8)	--)	--)
5. SD	21)30	13)21	13)26	17)25	7)7	15)15
6. DK	33	34	34	47	64	46

From the groupings above only the doctoral students seem to have felt much effect of the library use instruction that they have had. The majority either think it has not helped or have no opinion on its effectiveness. This

opinion is, of course, somewhat clouded by many of the students not having had to use libraries except on a cursory basis and as a result the need to know has not been there. Whatever the reason, it appears that the response to this statement shows that library use instruction at this point in time for students has been largely unheeded and unneeded.

3. User - Non-user attitudes toward libraries and librarians

This grouping of questions (including some cliched statements on the purpose of the library) was to ascertain the (a) attitudes the students feel when entering the library, (b) why they haven't used some of the library's facilities, (c) what do the students think is most important in the library environment, (d) what the user thinks about librarians, and (e) some miscellaneous but related findings.

(a) In answer to the attitudinal questions "when I walk into a library I feel...," this was the response:

	FR	SO	JR	SR	MAS	DOCT
RELAXED						
* Agree	17	24	28	26	43	62
Neutral	26	21	20	26	7	33
Disagree	54	44	47	40	49	8
CURIOUS						
Agree	53	39	39	39	71	84
Neutral	9	22	15	17	14	8
Disagree	32	32	38	39	14	8
PURPOSEFUL						
Agree	63	68	68	68	78	85
Neutral	19	15	12	15	14	8
Disagree	11	11	13	16	0	0
FRUSTRATED						
Agree	52	48	62	54	58	38
Neutral	19	14	10	16	14	0
Disagree	18	24	20	24	28	53

	FR	SO	JR	SR	MAS	DOCT
COOPED-UP						
Agree	51	48	46	50	35	23
Neutral	19	12	21	13	21	23
Disagree	25	30	23	31	42	46

One could say from these tabulations that a visit to a library is not a wholehearted pleasure. A large number do not feel relaxed. As the user enters he is curious, no doubt because he has a specific purpose in mind or a certain problem to be solved. But besides a feeling of curiousity he also has apprehensions. He is burdened with feelings of frustration and of being cooped-up. Perhaps he feels not able to move efficiently or that he is not going to find what he needs or that the physical environment has to be overcome before he can get down to business.

* (Percentages are grouped together excluding Don't Know.)

(b) The questionnaire (Items C1 and C2) included a list of library services/facilities available to users. Each respondent was asked to check a reason why there were some of these of which he had made no use. Of seven possible reasons three stand out most clearly as follows:

	FR	SO	JR	SR	MAS	DOCT
"didn't know they even existed"....	54	41	48	37	14	33
"felt no need to use them".....	62	58	69	82	93	77
"couldn't locate the service even though I knew it existed".....	26	27	26	21	7	8

What appears to be significant here is the high result where they state they "felt no need." This ties in with the curriculum's role in either emphasizing library use or not. (The list of library services/facilities includes the most common items such as card catalogs, reserve books, periodicals, microforms, etc.)

(c) On the topic of the necessary physical amenities in a library, the users stated, as would be expected, their felt need for good lighting (from 80% to 95% agree); a low noise level (from 81-100% agree); privacy (from 82-91%)

and good ventilation (89-100%). The major concern of the user, however, is the ease with which he can locate materials. The rankings on this range from 83% in the freshman year to 100% at the doctoral level.

(d) From the groupings of questions meant to measure something of what the user thinks about librarians, little was learned. If there is any trend evident apart from neutrality and indecision on the topic, it is the possibility that as the student advances in years at the university the more likely he is to have an opinion in favor of the librarian. An example of this may be seen in the response to the statement, "I think librarians are resentful of any intrusion":

	FR	SO	JR	SR	MAS	DOCT
Agree	16	15	10	9	14	0
Neutral	28	33	23	20	21	0
Disagree	42	36	55	67	63	69
Do not know	7	14	10	3	0	33

(e) From among the miscellaneous findings in this section, some may be worth bringing out: For example, "Knowing how to use the library is overrated. You can get along without instruction in library use."

	FR	SO	JR	SR	MAS	DOCT
Agree	26	24	18	21	21	15
Neutral	7	18	17	14	14	33
Disagree	61	52	63	61	58	54

"I am at a loss when faced with doing a term paper."

	FR	SO	JR	SR	MAS	DOCT
Agree	32	31	35	16	14	8
Neutral	23	16	30	20	7	8
Disagree	28	38	39	59	71	77

It appears that as a student progresses and does term papers his self-confidence in his ability to do term papers remarkably improves as well.

"The library is the heart of the university."

	FR	SO	JR	SR	MAS	DOCT
Agree	23	30	40	46	68	84
Neutral	30	18	25	23	0	8
Disagree	35	44	28	26	21	8

Exposure to the library appears to assure converts to the library's central role on a campus.

"If the library staff included an information specialist in your subject area, would you use that person?"

	FR	SO	JR	SR	MAS	DOCT
YES.....	72	89	91	85	77	92
NO.....	7	8	4	11	21	0

If anything, there is still hope for the librarian being effectively used after winning the confidence of the user in his (the librarian's) subject ability.

4. The user's appraisal of his library use skills and knowledge

Here are a number of charts that are similar on the point of what each student feels about his or her needs and abilities in regard to library use instruction. Of how much value they think the following is, is illustrated below.

(a) "knowledge of use of bibliographies"

	FR	SO	JR	SR	MAS	DOCT
Agree.....	77	73	77	81	78	100
Neutral.....	9	13	9	9	7	0
Disagree.....	9	7	9	6	14	0

(b) "awareness of pertinent literature"

	FR	SO	JR	SR	MAS	DOCT
Agree.....	79	78	80	88	98	100
Neutral.....	9	10	9	3	0	0
Disagree.....	4	8	3	7	0	0

(c) "knowledge to look for specifid information"

	FR	SO	JR	SR	MAS	DOCT
Agree.....	89	80	89	94	100	100
Neutral.....	0	9	4	2	0	0
Disagree.....	4	7	3	5	0	0

(d) "knowledge of one or more foreign languages"

	FR	SO	JR	SR	MAS	DOCT
Agree	35	28	28	32	58	23
Neutral	30	26	32	30	21	54
Disagree	40	32	31	33	21	23

(e) "My undergraduate training (so far) has given me all the preparation I need for finding information in the libraries"

	FR	SO	JR	SR	MAS	DOCT
Agree	17	27	34	37	71	23
Neutral	9	14	10	22	7	0
Disagree	61	48	52	40	14	31
Don't know	12	3	4	2	7	46

(f) "I feel well able to do research in the library"

	FR	SO	JR	SR	MAS	DOCT
Agree	44	46	40	54	84	100
Neutral	21	18	13	15	0	0
Disagree	31	30	42	29	14	0

(g) As a contrast to "f": "Whenever I do research for a paper in the library I get the feeling that there are information resources on my topic which I'm somehow missing"

	FR	SO	JR	SR	MAS	DOCT
Agree	77	73	76	75	71	69
Neutral	9	6	6	11	7	8
Disagree	12	12	13	9	0	23

(h1) "The library should offer courses, clinics, etc., in how to use libraries and their resources"

	FR	SO	JR	SR	MAS	DOCT
Agree	74	55	57	56	58	61
Neutral	14	31	29	33	21	38
Disagree	0	10	8	6	14	0

(h2) "I would take such courses, etc., if offered at a convenient time"

	FR	SO	JR	SR	MAS	DOCT
Agree	56	42	31	30	29	38
Neutral	21	16	29	32	7	15
Disagree	11	20	21	28	57	46

(i) "Do assignments in your courses usually involve using library resources other than just books placed on reserve by professors?"

	FR	SO	JR	SR	MAS	DOCT
YES.....	44	57	54	63	71	100
NO.....	49	37	44	35	21	0

(j)	FR	SO	JR	SR	MAS	DOCT
"I generally feel 50-75% successful in using the library"....	35	46	46	45	42	23
"I generally feel above 75% successful in using the library.....	21	19	21	29	50	62
"I generally feel below 50% successful in using the library.....	35	35	32	25	7	8

In the above (a-j) the general message that comes through clearest is the user's/non-user's understanding of the desirability in knowing how to find information. In view of findings about just how poorly students know how to use libraries[6,7,8,9], it may be implied by the respondents that perhaps their own information-seeking patterns and processes could stand improvement. The students appear to recognize their need for more information on the use of libraries, and this is specifically illustrated by the response to "h1" and "h2" as well as to other questions in this section, such as "f" and "g".

5. User's awareness and use of library services/facilities

The long list of services/facilities (Questions C1 and C2 on the questionnaire) offered by the library shows an increasing amount of use as the student makes progress through the university. This is almost so in every instance. For example, this is the case with the "use of the reference librarians" tabulation:

	FR	SO	JR	SR	MAS	DOCT
Percent checking they have used reference librarians.....	51	47	64	66	77	85

6. Faculty attitudes toward library use and knowledge from the students' point of view

(a) "My professors in general encourage students to use the library"

	FR	SO	JR	SR	MAS	DOCT
Agree	16	29	32	30	63	61
Neutral	30	21	14	29	29	15
Disagree	44	45	50	35	0	8

(b) "My expertise or lack of it in library use is taken into account by my professors when they grade my papers"

	FR	SO	JR	SR	MAS	DOCT
Agree	2	7	4	16	21	16
Neutral	16	19	23	9	7	15
Disagree	48	45	56	56	35	23
Don't know	28	27	27	25	34	46

(c) "I generally find that a bibliography at the end of my papers is graded on quantity rather than quality of the citations"

	FR	SO	JR	SR	MAS	DOCT
Agree	21	21	30	20	14	15
Neutral	19	23	13	18	7	6
Disagree	17	19	24	32	42	46
Don't know	30	36	32	32	34	38

(d) "My professors in general do not give a high priority to knowing how to use the library"

	FR	SO	JR	SR	MAS	DOCT
Agree	47	57	45	50	21	23
Neutral	14	12	16	22	21	15
Disagree	16	17	17	20	43	31
Don't know	21	8	15	10	14	33

(e) "Instructors assume that I know already enough about using libraries to do an in depth term-paper"

	FR	SO	JR	SR	MAS	DOCT
Agree	70	65	78	78	76	92
Neutral	9	8	7	10	0	0
Disagree	4	7	3	8	0	0
Don't know	9	14	9	1	14	8

In Items a-e the professor could be seen as contributing to the problems of library use instruction, if by nothing more than his exhibiting to students a lack of comprehension about (b,c) or interest in (a,d) effective library use. The student's concept of the faculty attitudes do parallel largely the near axiomatic statement that it is the curriculum that dictates library use. In order for library user knowledge to improve and for non-use to decrease, it will be necessary for the curricula (and faculty) to change.

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